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ABSTRACT

The Beauty Way Curriculum is an alcohol and substance abuse prevention program. This curriculum was designed for use in grades K-8 and includes at least five different lessons for each grade, along with supplemental materials. This research report analyzes the data collected by four instruments--training feedback forms, curriculum feedback forms, classroom observations forms, and student perceptions questionnaires--which were designed to assess the effectiveness of the curriculum. The data were drawn from 35 schools, which included 1,793 students and over 367 teachers, counselors, and other personnel. Results showed that 16% of students reported using alcohol and that 55.5% of students believed that at least one member of their family uses alcohol. Even so, for most students, the primary people who warned them not to use alcohol, tobacco, and other drugs were family members; teachers and counselors were much less likely to tell students not to use these substances. Teachers and other education personnel responded that the Beauty Way Curriculum provided them a much needed way of discouraging alcohol and substance abuse. Sixty-seven percent of teachers and counselors believed that the program provides powerful prevention skills needed to change the student's attitudes and behaviors related to alcohol and substance abuse. Five appendices present the student questionnaire and teacher forms. (RJM)

ED 397 383

Alcohol and Substance Abuse Prevention Curriculum Project

An Assessment of the Effectiveness of the Implementation of the Beauty Way Curriculum and of the Curriculum Itself

Technical Report on Evaluation Data

August 26, 1991

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SUMMARY

A total of at least 367 teachers, counselors and other personnel, and 1,793 students in grades K - 8 in 35 schools in all five Agencies in the Navajo Nation (including several Contract/Grant schools) participated in evaluating the Beauty Way Curriculum. Four evaluation instruments are analyzed in this report: Training Feedback forms, Curriculum Feedback forms, Classroom Observation forms, and Student Perceptions Questionnaires. The results show that even at this young age,

* 16% of the students use alcohol,
* 11.5% use marijuana,
* 7% use other drugs.

They come from families in which

* 55.5% have at least one member who uses alcohol,
* 53.7% have at least one member who uses tobacco,
* 23.5% have at least one member who uses marijuana,
* 9% have at least one member who uses other drugs.

In addition,

* 36.5% of the students have friends who use alcohol,
* 30.5% have friends who use marijuana,
* 17.4% have friends who use other drugs.

Perhaps as a result,

* 15% do not think using alcohol is bad,
* 13.9% do not think using marijuana is bad,
* 11.2% do not think using other drugs is bad.

For these students, the primary group of people who tell them NOT to use these substances is their family. Teachers and counselors have been much less likely to tell them not to use these substances.

The Beauty Way Curriculum provides these teachers and counselors with a much needed way of discouraging alcohol and substance abuse:

* 67% of teachers and counselors agree that this curriculum will provide powerful prevention skills needed to change the student's attitudes and behaviors related to alcohol and substance abuse;
* 59% agreed that the learning concept and objectives of the Curriculum promote prevention of alcohol and substance abuse (another 15% indicated qualified agreement);
* 68% thought that the reading level of the lessons was appropriate;
* 65% thought that the content of the lessons was appropriate.

It would therefore appear that there is widespread support among the teachers and counselors who have received training in this Curriculum for the use of this program. These results, and others discussed in this report, led to the following recommendations:

* Continue to use the Beauty Way Curriculum, extending its use to all Navajo Nation schools and grades.
* Develop a long range evaluation plan in order to test the cumulative effect of the Curriculum on the students.
* Revise and improve the evaluation instruments.

* Design the Curriculum to be taught in English as well as in Navajo.
* Provide extra training for the teachers and others who need it.
* More curriculum resources are needed for some lessons and activities.
* Coordinate the use of this Curriculum with other curricula in use.
* Develop alliances with other community-based organizations, providing access to training and resource materials.
* Clarify legal issues in training materials with respect to "religious" instruction in the classroom.

INTRODUCTION

The Alcohol and Substance Abuse Prevention (ASAP) Curriculum, also known as the Beauty Way Curriculum, is described elsewhere. For present purposes, it must suffice to note that this curriculum was designed for use in grades K - 8, and included at least five different lessons in each grade, and supplemental materials. This curriculum was implemented in at least 35 schools in all five Agencies of the Navajo Nation, as well as in several Contract/Grant schools. Training sessions and training manuals were also provided. However, participation was uneven, as might be expected in a pilot study of this kind.

One significant aspect of the ASAP Project is the evaluation component, which assesses the effectiveness of the implementation of the Beauty Way Curriculum and the curriculum itself. Four evaluation instruments were designed and administered in BIA schools from the five Agencies of the Navajo Nation during the Spring of 1990. This report is concerned solely with the analysis of data collected on these evaluation instruments. A brief summary of the evaluation methodology is provided in the following section. The results are summarized in a subsequent section. Finally, the results are discussed and recommendations made.

METHODOLOGY

After the curriculum, supplemental materials, training and training manual were distributed to the schools, an evaluation process was implemented which consisted of several evaluation instruments. These instruments included (1) a Teacher Training Feedback form, (2) a Student Survey, (3) a Student Perceptions Questionnaire, (4) a Teacher/Curriculum Feedback form, (5) a (Classroom) Observation form, and (6) an Incidents Report (BIA Form #6-2122). The Student Survey was administered at the beginning of the program, and was analyzed elsewhere. Likewise, the BIA Incidents Reports were analyzed elsewhere. The present report summarizes results from the other four evaluation instruments. Data from these instruments was entered onto IBM-compatable personal computers using the dBase software package from Ashton-Tate. The data were then exported to an ASCII file which was uploaded to the mainframe computer at NAU, and analyzed using SPSSX. No hypotheses were provided to guide the analysis.

Training Feedback Forms

After training in the Beauty Way Curriculum, teachers were given a "Teacher Training Feedback" form "...designed to provide teacher trainers (core team trainers) with information which can help them to improve, modify, or adjust their training as they advance from one training event to the next." (Misra, Memorandum dated 12/26/89). Basically, a multiple choice format was used which allowed for some open ended responses. The analysis will be mostly

quantitative. The procedure planned for these forms was described as follows:

> The site coordinator distributes copies of the feedback form to the teachers. Teachers participating in training events complete the feedback forms. Site coordinator collects the forms and sends copies of these forms to NDOE...

During the process of training the teachers, this form was revised. One form, here called Form A or TTFA (Appendix A), has the heading "ASAP/NDOE TEACHER TRAINING FEEDBACK". The other form, here called Form B or TTFB (Appendix B), has the heading "Alcohol & Substance Abuse Prevention Curriculum Project, TEACHER TRAINING FEEDBACK". These forms differ in a number of important respects, but both have blanks at the top of the first page for NAME, GRADE, SCHOOL, and AGENCY (on Form B the blank for these last two items is combined). In addition, Form A has a blank for the DATE, and four blanks for the TRAINER(S). Form B has a blank for TITLE following the blank for NAME, and TRAINER(S) were to be indicated by circling "Teacher", "Counselor", "Administrator", "Home Specialist", or by filling in a blank following "Other". On Form A, there are 11 numbered fixed response questions, but #11 has four parts, resulting in 14 fixed response questions in all. The responses are on a Likert scale, ranging from 1 = Definitely to 5 = No, not at all. Question 12 is a two part open-ended question, with space provided covering most of a page. Form B has the same number of questions, ten of which are worded similarly. The others are worded differently (see Tables 1 - 18). Note that while Questions

3 - 5 correspond (Tables 6 - 8), Question 7 on Form A appears to correspond with Question 8 on Form B (Table 10). Furthermore, Question 7 on Form B (Table 11) has no direct counterpart on Form A; and Question 8 on Form A (Table 12) has no direct counterpart on Form B. Also, on Form B the Likert scale for these questions is reversed, so that "Definitely, Yes" is 5 rather than 1, etc.

Form A was used until about February 9, 1990; Form B was apparently first used January 30, 1990. The changes were probably made in response to feedback received during training sessions.

Curriculum Feedback Forms

The Curriculum Feedback Forms (Appendix C; also called Teacher Feedback Forms) were designed for those who implemented the Curriculum to evaluate and provide information about it. This information will help the ASAP project staff to identify improvements, modifications, or adjustments that need to be made in the curriculum (Misra memo, 12/26/89). The Beauty Way Curriculum has from 5 to 9 lesson plans designed for each grade, from K to 8, for a total of 54 lesson plans. Each lesson has a number, a title, a set of identified skills to develop in each student, and a set of objectives. The Curriculum Feedback Form asks for four kinds of identifying information (Name, Date, School, Grade/Lesson), and then asks the teacher's overall assessment of the reading level and content appropriateness. These last two items have blanks to check off; these are analyzed in this report. The form also includes four long and one short open ended questions.

The procedure for this evaluation instrument was that copies of this form were to be distributed to teachers by the site coordinators. The teachers would then complete the forms and return them to the site coordinator, who would return them to NDOE. The original plan was for this to be done twice: when the first half of the curriculum has been implemented (probably near the end of February, 1990), and again when the entire curriculum had been implemented (Misra memo, 12/26/89).

Classroom Observation Forms

The Classroom Observation Form (Appendix D) was designed to provide information about the actual implementation of the curriculum, as well as information about community involvement and counseling/support efforts. This instrument was designed to evaluate the effectiveness and style of the teachers who are implementing the curriculum. The site coordinator, supervisor, or other designated observer was to conduct observations and interviews with school personnel who are implementing the curriculum beginning at the mid-point of the curriculum, in order to provide the teacher with time to become familiar with the curriculum. The observer would then complete the observation form, and return the completed forms to NDOE. One observation form was to be completed for each teacher. The form contains blanks to identify the teacher being observed, the school, grade, date, lesson, and activity. However, no blank was provided to identify the observer. The form contains 11 multiple choice type questions,

each of which also allows space for comments.

Student Perception Questionnaires

The Student Perception Questionnaire (Appendix E) was one of several survey instruments used by the Project. In a memorandum to Site Coordinators dated November 26, 1989, the purpose of these questionnaires was stated as

> ...to tap into student perceptions of the school, the community, and the curriculum as they relate to "usage," "attitudes," and "knowledge" about alcohol and other substances.

The procedure described by this memorandum governing the use of this questionnaire was as follows:

> The site coordinator orients teachers to the questionnaire. The site coordinator distributes copies of the questionnaire to teachers, and the teachers administer the questionnaire to students in 4th grade through 8th grade.

These questionnaires were scheduled to be given to the students within the first two weeks of implementation (by the end of January [1990]). Completed questionnaires were to be returned to NDOE by the end of the first week in February, assuming implementation began the third week of January. The actual schedule of administration and return is unknown.

The questionnaire itself was initially designed with some thought of making the forms machine readable -- that is, answers

were to be indicated by filling in a small circle about the size of a pica letter "o" placed above the chosen response. However, this form of data entry proved unworkable. Instead, the results were entered onto a computer data base by two data entry technicians.

There were some 30 questions in all, but many forms did not have the following two questions:

9. Does anyone in your family use tobacco?

10. Who tells you NOT to use tobacco?

Affected schools include Crown Point Community School, Greasewood (all forms), and Torreon. When the data entry technicians encountered these forms, they did not enter any responses to these questions for that computer record, and entered the data for what appeared on these forms as question 9 into the space on the computer reserved for question 11, which is the corresponding question on the other forms. In other words question #9 (short form) = question #11 (long form), question #10 (short form) = question #12 (long form), etc. Therefore, the short questionnaires had 28 questions instead of 30.

The complete questionnaire covered 4 pages (or 2 pages printed front and back). However, forms for some students were not complete, i.e. were lacking one or more of the four pages. For example, 18 forms from Chichiltah and 27 forms from Seba Dalkai, and all forms from Chinle Boarding School lacked the back page. In other cases, the last pages were present but no answers were given. Apparently, each school was provided with a master copy of the

questionnaire from which they were to produce as many copies as needed for their students. At least, the actual forms do not appear to have been produced all at one time in one place.

There were also slight differences in the wording of answers between forms. For example, questions 5, 12, 17, etc. offer the following alternative responses:

	First	Second	Third	Fourth
Long form	No	less than 10	more than 10	All of them
Short form	No	a few of them	a lot of them	All of them

A number of questions offered 6 or 7 responses. Sometimes the student was supposed to mark only one of these ("...what would be the best way...?"), other times more could be marked. To allow the accurate recording of multiple responses, a separate space was provided in the computer for each of these responses. Other remarks and comments on each question are entered into the tables provided in the Results section.

Regretably, these forms had no blanks at the top of the first page to identify the school, teacher, agency, date, or any other identifying information. Data on the school and agency was usually obtained from labels or written information on the envelopes in which each set of forms were kept, there being at least one envelop per school and no more than one school per envelop (with few exceptions.)

The questions on the evaluation instruments consisted of

multiple choice questions and open ended responses. This report compiles results only from the multiple choice type questions, and does not attempt to analyze the open ended responses.

RESULTS

The results from each evaluation instrument will be presented separately. The format for each instrument will be a sequence of tables corresponding to each question on the form, accompanied by notes as needed to help interpret the tables. The results will be briefly discussed and analyzed in the last section of this report.

Training Feedback Form (Tables 1 - 19)

A total of 367 feedback forms (Form A: 110; Form B: 257) were collected from 31 schools in all five Agencies of Navajo Nation, as well as several Contract/Grant schools. While most of these forms were turned in by teachers, other school personnel also participated, including counselors, librarians, secretaries, food service personnel, and drivers. Several parents also participated. Teachers of grades K - 8 were all represented. Most of the trainers were either teachers or counselors, but a variety of other school personnel were trained as trainers, too. The highest positive ratings are associated with Questions 2 (Table 5) and 11A (Table 15). The lowest rating is associated with Question 7 on Form B (Table 11), but even here most of the respondents answered positively (20% - Definitely, Yes; 45% - Mostly, Yes). The results from these forms are tabulated in Tables 1 - 19.

Table 1

GRADE

Value	Form	Frequency	Percent	Valid Percent
K	A	10	9.1	15.9
	B	37	14.4	17.2
	A+B	47		
1	A	10	9.1	15.9
	B	33	12.8	15.3
	A+B	43		
2	A	8	7.3	12.7
	B	28	10.9	13.0
	A+B	36		
3	A	5	4.5	7.9
	B	28	10.9	13.0
	A+B	33		
4	A	5	4.5	7.9
	B	31	12.1	14.4
	A+B	36		
5	A	7	6.4	11.1
	B	18	7.0	8.4
	A+B	25		
6	A	7	6.4	11.1
	B	14	5.4	6.5
	A+B	21		
7	A	4	3.6	6.3
	B	5	1.9	2.3
	A+B	9		
8	A	7	6.4	11.1
	B	20	7.8	9.3
	A+B	27		
	A	47	42.7	Missing
	B	43	16.7	Missing
	A+B	89		Missing
Total	A	110	100.0	100.0
	B	257	100.0	100.0
	A+B	367	100.0	100.0

Valid cases 278 Missing cases 89

Note: "Missing" cases may refer to non-teaching personnel

Table 2

SCHOOL

Value Label	Form	Frequency	Percent	Valid Percent	Cum Percent
Alamo Navajo	A	3	2.7	2.7	2.7
Breadsprings	A	7	6.4	6.4	9.1
Chuska Brdg. School	A	35	31.8	31.8	40.9
Crystal Brdg. School	A	28	25.5	25.5	66.4
Hunter's Point	A	19	17.3	17.3	83.6
Kinlichee Brdg. Sch.	A	7	6.4	6.4	90.0
Ojo Encino Day School	A	6	5.5	5.5	95.5
Pine Springs	A	5	4.5	4.5	100.0
Total, Form A		110	100.0	100.0	
Alamo Navajo	B	5	1.9	1.9	1.9
Aneth Comm. School	B	13	5.1	5.1	7.0
Baca Community School	B	6	2.3	2.3	9.3
Beclabito School	B	5	1.9	1.9	11.3
Canoncito School	B	11	4.3	4.3	15.6
Chilchitah School	B	8	3.1	3.1	18.3
Cottonwood School	B	3	1.2	1.2	19.8
Cove Day School	B	5	1.9	1.9	21.8
Crown Point Comm. Sch.	B	26	10.1	10.1	31.9
Dilcon School	B	20	7.8	7.8	39.7
Dlo'ayazhi Comm. Sch.	B	10	3.9	3.9	43.6
Lake Valley Navajo	B	5	1.9	1.9	45.5
Nazlini School	B	6	2.3	2.3	47.9
Nenahnezad School	B	17	6.6	6.6	54.5
Red Lake Day School	B	16	6.2	6.2	60.7
Red Rock Day School	B	6	2.3	2.3	63.0
Rocky Ridge	B	7	2.7	2.7	65.8
Sanostee School	B	18	7.0	7.0	72.8
Seba Dalkai	B	20	7.8	7.8	80.5
Standing Rock	B	4	1.6	1.6	82.1
TeecNosPos	B	22	8.6	8.6	90.7
Toadlena Brdg. Sch.	B	8	3.1	3.1	93.8
Wide Ruins	B	10	3.9	3.9	97.7
Wingate Elementary	B	6	2.3	2.3	100.0
Total, Form B		257	100.0	100.0	

Valid cases (both Forms) 367 Missing cases 0

Note that only at Alamo Navajo School were both forms used.

Table 3

AGENCY

Value Label	Value	Form	Frequency	Percent of Form Type
Contract/Grant	CG	A	3	2.7
		B	16	6.2
		A+B	19	
Chinle	CH	B	9	3.5
Eastern (Crown Point)	EN	A	13	11.8
		B	65	25.3
		A+B	78	
Fort Defiance	FD	A	94	85.5
		B	50	19.5
		A+B	144	
Ship Rock	SR	B	94	36.6
Western (Tuba City)	WN	B	23	8.9
	Total	A	110	100.0
		B	257	100.0
		A+B	367	100.0

Valid cases 367 Missing cases 0

Table 4

Q1, Form A: Were the objectives of the training clear?
Form B: Were the goals/objectives of the training clear?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	3	1.2	1.2
		A+B	3		
MOSTLY, NO	4	A	1	.9	.9
	2	B	10	3.9	3.9
		A+B	11		
SOMEWHAT	3	A	5	4.5	4.6
	3	B	50	19.5	19.5
		A+B	55		
MOSTLY, YES	2	A	48	43.6	44.0
	4	B	104	40.5	40.6
		A+B	152		
DEFINITELY, YES	1	A	55	50.0	50.5
	5	B	89	34.6	34.8
		A+B	144		
	0	A	1	.9	Missing
	0	B	1	.4	Missing
	0	A+B	2		Missing
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.560 (4.440) Standard deviation .630
Mean, Form B 4.039 (1.961) Standard deviation .898

Valid cases 365 Missing cases 2

Note that value codes for Form B are reversed from Form A for this and all subsequent questions. Therefore, Form B value = 6 minus Form A value; to compare the Form B mean to the Form A mean, the same formula can be used.

Table 5

Q2, Form A: Were the objectives of the curriculum well presented?
Form B: Were the goals/objectives of the curriculum well presented?

Value Label	Value	Form	Frequency	Percent	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	2	.8	.8
		A+B	2		
MOSTLY, NO	4	A	0	0	0
	2	B	8	3.1	3.1
		A+B	8		
SOMEWHAT	3	A	3	2.7	2.8
	3	B	52	20.2	20.4
		A+B	55		
MOSTLY, YES	2	A	43	39.1	39.8
	4	B	104	40.5	40.8
		A+B	147		
DEFINITELY, YES	1	A	62	56.4	57.4
	5	B	89	34.6	34.9
		A+B	151		
	0	A	2	1.8	Missing
	0	B	2	.8	Missing
		A+B	4		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.454 (4.546) Standard deviation .553
Mean, Form B 4.059 (1.941) Standard deviation .865

Valid cases 363 Missing cases 4

See note at bottom of Table 4.

Table 6

Q3, Form A: Do you feel confident in using the videos to facilitate the Beauty Way Curriculum?
Form B: Are the concepts and skills presented in the videos clear?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	9	3.5	3.7
		A+B	9		
MOSTLY, NO	4	A	2	1.8	1.9
	2	B	14	5.4	5.8
		A+B	16		
SOMEWHAT	3	A	5	4.5	4.7
	3	B	45	17.5	18.8
		A+B	50		
MOSTLY, YES	2	A	47	42.7	43.9
	4	B	98	38.1	40.8
		A+B	145		
DEFINITELY, YES	1	A	53	48.2	49.5
	5	B	74	28.8	30.8
		A+B	127		
	0	A	3	2.7	Missing
	0	B	17	6.6	Missing
		A+B	20		Missing
	Total	A	110	100.0	
		B	257	100.0	
		A+B	367	100.0	

Mean, Form A 1.589 (4.411) Std dev .672
Mean, Form B 3.892 (2.108) Std dev 1.029

Valid cases 347 Missing cases 20

See note to Table 4.

Table 7

Q4, Form A: Did you receive enough training in the delivery of the Beauty Way curriculum?
Form B: Do you feel confident to implement the curriculum?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	3	2.7	2.8
	1	B	7	2.7	2.7
		A+B	10		
MOSTLY, NO	4	A	4	3.6	3.7
	2	B	17	6.6	6.7
		A+B	21		
SOMEWHAT	3	A	19	17.3	17.6
	3	B	76	29.6	29.8
		A+B	95		
MOSTLY, YES	2	A	56	50.9	51.9
	4	B	99	38.5	38.8
		A+B	155		
DEFINITELY, YES	1	A	26	23.6	24.1
	5	B	56	21.8	22.0
		A+B	84		
	0	A	2	1.8	Missing
	0	B	2	.8	Missing
		A+B	4		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 2.093 (3.907) Std dev .902
Mean, Form B 3.706 (2.294) Std dev .974

Valid cases 363 Missing cases 4

See note to Table 4.

Table 8

Q5, Form A: Did you receive enough training in administering the Student Survey?
Form B: Do you feel confident to administer the student survey?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	3	2.7	16.7
	1	B	5	1.9	2.3
		A+B	8		
MOSTLY, NO	4	A	2	1.8	11.1
	2	B	14	5.4	6.5
		A+B	16		
SOMEWHAT	3	A	4	3.6	22.2
	3	B	48	18.7	22.2
		A+B	52		22.2
MOSTLY, YES	2	A	5	4.5	27.8
	4	B	85	33.1	39.4
		A+B	90		
DEFINITELY, YES	1	A	4	3.6	22.2
	5	B	64	24.9	29.6
		A+B	68		
	0	A	92	83.6	Missing
	0	B	41	16.0	Missing
		A+B	133		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 2.722 (3.278) Std dev 1.406
Mean, Form B 3.875 (2.125) Std dev .987

Valid cases 234 Missing cases 133

The relatively large number of negative responses and missing cases may be due to the possibility that development of this part of the training might not have been completed during January and February, 1990.

Table 9

Q6, Form A: Did you gain enough understanding about the cultural background and basis for the curriculum?
Form B: Did you gain enough understanding about the culture to implement the curriculum?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	11	4.3	4.3
		A+B	11		
MOSTLY, NO	4	A	1	.9	.9
	2	B	29	11.3	11.4
		A+B	30		
SOMEWHAT	3	A	16	14.5	14.8
	3	B	74	28.8	29.0
		A+B	90		
MOSTLY, YES	2	A	59	53.6	54.6
	4	B	94	36.6	36.9
		A+B	153		
DEFINITELY, YES	1	A	32	29.1	29.6
	5	B	47	18.3	18.4
		A+B	79		
	0	A	2	1.8	Missing
	0	B	2	.8	Missing
		A+B	4		
	Total,	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.870 (4.130) Std dev .685
Mean, Form B 3.537 (2.463) Std dev 1.053

Valid cases 363 Missing cases 4

Table 10

Q7, Form A: Do you feel confident in being able to counsel students when needed?
Q8, Form B: Do you feel confident to give general assistance to students with alcohol/drug related problems?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	1	.9	.9
	1	B	3	1.2	1.2
		A+B	4		
MOSTLY, NO	4	A	4	3.6	3.7
	2	B	9	3.5	3.5
		A+B	13		
SOMEWHAT	3	A	20	18.2	18.5
	3	B	76	29.6	29.7
		A+B	96		
MOSTLY, YES	2	A	57	51.8	52.8
	4	B	102	39.7	39.8
		A+B	159		
DEFINITELY, YES	1	A	26	23.6	24.1
	5	B	66	25.7	25.8
		A+B	92		
	0	A	2	1.8	Missing
	0	B	1	.4	Missing
		A+B	3		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 2.046 (3.954) Std dev .813
Mean, Form B 3.855 (2.145) Std dev .885

Valid cases 364 Missing cases 3

Table 11

Q7, Form B: Do you understand the Four Directions philosophy as the basis for the curriculum?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO, NOT AT ALL	1	13	5.1	5.1	5.1
MOSTLY, NO	2	21	8.2	8.3	13.4
SOMEWHAT	3	55	21.4	21.7	35.0
MOSTLY, YES	4	114	44.4	44.9	79.9
DEFINITELY, YES	5	51	19.8	20.1	100.0
	0	3	1.2	Missing	
	Total	257	100.0	100.0	

Mean	3.665	Std dev	1.049
Valid cases	254	Missing cases	3

This question has no direct counterpart on Form A.

- -

Table 12

Q8, Form A: Did you receive enough information on community resources and support services for the substance prevention/intervention?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
DEFINITELY, YES	1	5	4.5	19.2	19.2
MOSTLY, YES	2	12	10.9	46.2	65.4
SOMEWHAT	3	7	6.4	26.9	92.3
MOSTLY, NO	4	2	1.8	7.7	100.0
	0	84	76.4	Missing	
	Total	110	100.0	100.0	

Mean	2.231	Std dev	.863
Valid cases	26	Missing cases	84

This question has no direct counterpart on Form B. Note the large number of missing responses; perhaps at the time Form A was administered these resources had not yet been fully developed.

Table 13

Q9, Form A: Based on what you have experienced in this training, do you feel The Beauty Way Curriculum will provide a powerful intervention which will help change attitudes and behaviors related to alcohol and substance abuse?

Form B: Do you feel the curriculum will provide powerful prevention skills needed to change the student's attitudes and behaviors related to alcohol and substance abuse?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	1	.9	.9
	1	B	5	1.9	2.0
		A+B	6	1.6	1.7
MOSTLY, NO	4	A	2	1.8	1.9
	2	B	15	5.8	6.0
		A+B	17	4.6	4.8
SOMEWHAT	3	A	13	11.8	12.3
	3	B	74	28.8	29.5
		A+B	87	23.7	24.4
MOSTLY, YES	2	A	40	36.4	37.7
	4	B	99	38.5	39.4
		A+B	139	37.9	38.9
DEFINITELY, YES	1	A	50	45.5	47.2
	5	B	58	22.6	23.1
		A+B	108	29.4	30.3
	0	A	4	3.6	Missing
	0	B	6	2.3	Missing
		A+B	10	2.7	Missing
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.717 (4.283) Std dev .825
Mean, Form B 3.757 (2.243) Std dev .943

Valid cases 357 Missing cases 10

Table 14

Q10, Form A: Overall, do you feel comfortable with the program?
Form B: Overall, do you feel comfortable with the curriculum?

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	7	2.7	2.8
		A+B	7		
MOSTLY, NO	4	A	1	.9	.9
	2	B	14	5.4	5.6
		A+B	15		
SOMEWHAT	3	A	10	9.1	9.3
	3	B	64	24.9	25.5
		A+B	74		
MOSTLY, YES	2	A	47	42.7	43.5
	4	B	110	42.8	43.8
		A+B	157		
DEFINITELY, YES	1	A	50	45.5	46.3
	5	B	56	21.8	22.3
		A+B	106		
	0	A	2	1.8	Missing
	0	B	6	2.3	Missing
		A+B	8		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.648 (4.352) Std dev .688
Mean, Form B 3.773 (2.227) Std dev .951

Valid cases 359 Missing cases 8

Table 15

Q11A (Form A & B): Overall, the trainer(s) for this training is knowledgeable.

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	4	1.6	1.6
		A+B	4		
MOSTLY, NO	4	A	1	.9	.9
	2	B	10	3.9	4.0
		A+B	11		
SOMEWHAT	3	A	7	6.4	6.4
	3	B	41	16.0	16.6
		A+B	48		
MOSTLY, YES	2	A	38	34.5	34.9
	4	B	98	38.1	39.7
		A+B	136		
DEFINITELY, YES	1	A	63	57.3	57.8
	5	B	94	36.6	38.1
		A+B	157		
	0	A	1	.9	Missing
	0	B	10	3.9	Missing
		A+B	11		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.505 (4.495) Std dev .661
Mean, Form B 4.085 (1.915) Std dev .922

Valid cases 356 Missing cases 11

Table 16

Q11B (Form A & B): Overall, the trainer(s) for this training encourages discussion.

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	5	1.9	2.0
		A+B	5		
MOSTLY, NO	4	A	0	0	0
	2	B	9	3.5	3.6
		A+B	9		
SOMEWHAT	3	A	12	10.9	11.7
	3	B	38	14.8	15.2
		A+B	50		
MOSTLY, YES	2	A	47	42.7	45.6
	4	B	113	44.0	45.2
		A+B	160		
DEFINITELY, YES	1	A	44	40.0	42.7
	5	B	85	33.1	34.0
		A+B	129		
	0	A	7	6.4	Missing
	0	B	7	2.7	Missing
		A+B	14		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.689 (4.311) Std dev .672
Mean, Form B 4.056 (1.944) Std dev .903

Valid cases 353 Missing cases 14

Table 17

Q11C (Form A & B): Overall, the trainer(s) for this training presents concepts clearly.

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	5	1.9	2.0
		A+B	5		
MOSTLY, NO	4	A	1	.9	1.0
	2	B	8	3.1	3.3
		A+B	9		
SOMEWHAT	3	A	6	5.5	5.8
	3	B	45	17.5	18.3
		A+B	51		
MOSTLY, YES	2	A	41	37.3	39.8
	4	B	105	40.9	42.7
		A+B	146		
DEFINITELY, YES	1	A	55	50.0	53.4
	5	B	83	32.3	33.7
		A+B	138		
	0	A	7	6.4	Missing
	0	B	11	4.3	Missing
		A+B	18		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.544 (4.456) Std dev .653
Mean, Form B 4.028 (1.972) Std dev .914

Valid cases 349 Missing cases 18

Table 18

Q11D (Form A & B): Overall, the trainer(s) for this training is sensitive to the needs of the participants.

Value Label	Value	Form	Frequency	Percent of Form Type	Valid Percent
NO, NOT AT ALL	5	A	0	0	0
	1	B	4	1.6	1.7
		A+B	4		
MOSTLY, NO	4	A	0	0	0
	2	B	2	.8	.8
		A+B	2		
SOMEWHAT	3	A	13	11.8	12.9
	3	B	44	17.1	18.3
		A+B	57		
MOSTLY, YES	2	A	42	38.2	41.6
	4	B	111	43.2	46.1
		A+B	153		
DEFINITELY, YES	1	A	46	41.8	45.5
	5	B	80	31.1	33.2
		A+B	126		
	0	A	9	8.2	Missing
	0	B	16	6.2	Missing
		A+B	25		
	Total	A	110	100.0	100.0
		B	257	100.0	100.0
		A+B	367	100.0	100.0

Mean, Form A 1.673 (4.327) Std dev .694
Mean, Form B 4.083 (1.917) Std dev .833

Valid cases 342 Missing cases 25

Table 19

SUMMARY OF MEANS FOR
TRAINING FEEDBACK FORMS

QUESTION	TABLE	FORM A MEAN	FORM A 6 minus MEAN	FORM A MISSING	FORM B MEAN	FORM B MISSING	DIFFERENCE OF MEANS	COMBINED MEAN
A1B1	4	1.560	4.440	1	4.039	1	-0.401	4.159
A2B2	5	1.454	4.546	2	4.059	2	-0.487	4.204
A3B3	6	1.589	4.411	3	3.892	17	-0.519	4.052
A4B4	7	2.093	3.907	2	3.706	2	-0.201	3.766
A5B5	8	2.722	3.278	92	3.875	41	0.597	3.829
A6B6	9	1.870	4.130	2	3.537	2	-0.593	3.713
A7B8	10	2.046	3.954	2	3.855	1	-0.099	3.884
B7	11				3.665	3		3.665
A8	12	2.231	3.769	84				3.769
A9B9	13	1.717	4.283	4	3.757	6	-0.526	3.913
A10B10	14	1.648	4.352	2	3.773	6	-0.579	3.947
11A	15	1.505	4.495	1	4.085	10	-0.410	4.211
11B	16	1.689	4.311	7	4.056	7	-0.255	4.130
11C	17	1.544	4.456	7	4.028	11	-0.428	4.154
11D	18	1.673	4.327	9	4.083	16	-0.244	4.155

Curriculum Feedback Forms (Tables 20 - 22)

A total of 186 Curriculum Feedback forms were collected from 18 schools in all five Agencies of Navajo Nation, plus one Contract/Grant school (Table 20). About 165 teachers participated; the precise number of teachers is not clear because some did not write their name in the blank provided for that purpose. In addition, about 10 may have been counselors or other staff, because no Grade/Lesson was specified on these 10 forms.

There was also some resistance, apparently, to doing both a mid-term evaluation and an end-of-term evaluation, as originally planned, as both evaluations were only attempted at a few schools by a few teachers. Furthermore, there was no place on the form other than the date to identify whether a form was intended as a mid-term or end-of-term evaluation. Therefore, no attempt has been made in this analysis to systematically differentiate the results between mid-term and end-of-term evaluations. However, there is a gap in the dates of the forms from April 1 - 19, during which time no forms are dated. If desired, this could be used to separate the forms into 63 earlier evaluations, dating from January 22 to March 30, and 96 later evaluations, dating from April 20 to June 12. However, this leaves 27 forms with no date and therefore no indication of whether the evaluation was early or late.

A problem faced the teachers filling out this form in that there was space on each form to evaluate the grade/lesson, reading level and content appropriateness only once, but in each grade there were at least 5 lessons to evaluate. Were they to fill out

a form for each lesson? Or only one form for all lessons? Both solutions were used. When only one form was used, the reading level and content appropriateness were often apparently applied to all lessons for a given grade, making it difficult to fully evaluate each lesson separately. There were other difficulties interpreting what was written in the "Grade/Lesson" blank. Also, for some reason teachers at Chuska Boarding School received only the second page of the Curriculum Feedback Form, which was attached to the first page of the Classroom Observation Form, leaving results from both forms incomplete for that school.

In one of the few probable cases of a mid-term and late-term pair of evaluations, a 4th grade teacher indicated on the mid-term evaluation (dated February 9) that the content for the 4th grade plan was not appropriate. On a later evaluation (dated May 30), however, this same teacher indicated that both the reading level and the content for the 4th grade lesson plans was appropriate. In some schools, implementation of the curriculum was not yet complete at the time that the evaluations were done, provoking some complaints from the teachers in the space provided for comments.

The available data are summarized in the tables which follow (Tables 20 - 22). The data in Table 21 show that about two thirds of the teachers thought that both the reading levels and the contents of the lesson plans were appropriate.

Table 20

Curriculum Evaluation Forms:

Distribution by School

School	Number of Teachers	Grades	Evaluation Dates: Early	None	Late
Aneth	1	K - 6	7		
Baca	1	K		1	
Canoncito	12	K-6,8	10	1	1
Chichiltah	11	K - 7		1	10
Chuska	27*	K - 8	5	20	12
Crystal	4	2,3,5,6			4
Dilcon	13	K-3,5,6	6		7
Greasewood	15	K - 8	1	1	13
Lake Valley	5	K,2,4,6,8		1	4
Navajo Mt.	4	2,3,5,6	4		
Nazlini	4	1-3,6	4		
Nenahnezad	17	K - 6	17		
Pine Springs	2	K, 3			2
Red Lake	13	K - 8			13
Rocky Ridge	7	K,1,4 - 8			7
Torreon	14*	K - 6	9	1	10
Wide Ruins	9	K - 5			9
Wingate	5	2, 3, 5		1	4
Total	165*	K - 8	63	27	96

* Some teachers filled out more than one form on different dates.

Table 21

CURRICULUM FEEDBACK FORMS: SUMMARY BY GRADE/LESSON

GRADE: LESSON	# OF FORMS	READING LEVEL					CONTENT		
		TOO EASY	APPRO-PRIATE	TOO DIFF-ICULT	MULT. RESP.	BLANK	APPRO-PRIATE	NOT APPRO-PRIATE	BLANK
:	10		3	1		6	1		9
K:	20		15	4		1	18	1	1
K:1-5	1					1			1
K:1	2		2				1		1
K:1,2	1		1				1		
K:2	1		1				1		
K:1,3	1					1			1
K:2,3	1			1			1		
K:3	1		1				1		
1:	15		13	1		1	12		3
1A:	1		1				1		
1:1	4		2	1		1	3		1
1:2	1		1				1		
1:2,3	1		1				1		
1:3	1		1				1		
1:6						1			1
2:	16		13		1	2	11		5
2:1	1		1				1		
2:1,2	2		2				1		1
2:2	2		2				2		
2:3	3		3				2	1	
3:	23	1	17	2		3	15		8
3:1	1		1				1		
3:1,2	1			1			1		
3:3	1			1			1		
4:	12		8	1		3	9	1	2
4:1	1		1				1		
4:2	1		1				1		
4:3	1		1						1
4:4	1		1						1
5:	16		12	2		2	10	1	5
5:1	1		1				1		
5:1-A	1					1			1
5:1,2	1		1						1
5:2	2		2				2		
5:3	1					1			1
5:4	1		1				1		
5:5	1		1				1		

Table 21 (continued)

CURRICULUM FEEDBACK FORMS: SUMMARY BY GRADE/LESSON

GRADE: LESSON	# OF FORMS	READING LEVEL					CONTENT		
		TOO EASY	APPRO-PRIATE	TOO DIFF-ICULT	MULT. RESP.	BLANK	APPRO-PRIATE	NOT APPRO-PRIATE	BLANK
6:	9		4	1	2	2	5	1	3
6:1	8		1	1	1	5	2		6
6:1,2	1					1			1
6:2	1					1			1
6:3	1		1				1		
6:5	1		1				1		
7:	4		3			1	1	1	3
7:1-5	1					1			1
7:1	1		1				1		
7:1,5	1					1			1
8:	7		4	2	1		6		1
TOTAL	186	1	126	19	5	36	121	6	61
PERCENT		1%	68%	10%	3%	19%	65%	3%	33%

Table 22

Learning Concept and Objectives

Q2: Does the learning concept and objectives promote prevention of alcohol and substance abuse?

Response type	Frequency	Percent	Valid Percent
YES	89	47	59
Qualified YES	23	12	15
Don't know/Can't tell	13	7	9
Qualified NO	2	1	1
NO	5	3	3
Other	18	10	12
[No Response]	38	20	Missing
Total	188	100.	100.

Valid cases 150 Missing cases 38

This was an open-ended question. Responses have been classified into the types listed above.

Classroom Observation Form (Tables 23 - 37)

A total of 148 Classroom Observation Forms from 16 schools in all five Agencies of Navajo Nation and one Contract/Grant school were filled out from January 20 to June 1, 1990 and collected for analysis. Although the original intention was to conduct the observations at the midpoint of curriculum implementation to provide the teacher with time to become familiar with the curriculum, almost half of the forms were filled out during January and February (Table 26).

The observation was normally done by the Site Coordinator or other observer. However, at one school (Aneth), at least, the forms had the following directions printed at the top of the page above the title:

> This form is to be completed by each teacher using self-evaluation. If you wish for someone to evaluate you, you may contact your local coordinator.

Since only one form was to be completed for each teacher, this generally meant that observations were made on only one of the lesson plans, i.e., on a partial sample of the teacher's actual performance. All grades (K - 8) are represented (Table 24), but only a few are for the 7th and 8th grades. The results are summarized in Tables 23-37.

Table 23

SCHOOL

Value Label	Frequency	Percent	Valid Percent	Cum Percent
Aneth Community School	12	8.1	8.1	8.1
Baca Community School	1	.7	.7	8.8
Canoncito Community School	9	6.1	6.1	14.9
Chichiltah School	11	7.4	7.4	22.3
Chuska Boarding School	11	7.4	7.4	29.7
Crown Point Community Sch.	14	9.5	9.5	39.2
Dilcon Boarding School	14	9.5	9.5	48.6
Greasewood/Toyei Brdg. Sch.	7	4.7	4.7	53.4
Lake Valley Navajo School	5	3.4	3.4	56.8
Nazlini Boarding School	6	4.1	4.1	60.8
Nenahnezad Boarding School	17	11.5	11.5	72.3
Pine Springs Boarding Sch.	3	2.0	2.0	74.3
Pueblo Pintado Comm. School	12	8.1	8.1	82.4
Rocky Ridge Boarding Sch.	2	1.4	1.4	83.8
Seba Dalkai Boarding Sch.	7	4.7	4.7	88.5
Standing Rock Comm. School	4	2.7	2.7	91.2
Wide Ruins Boarding School	9	6.1	6.1	97.3
Wingate Elementary School	4	2.7	2.7	100.0
Total	148	100.0	100.0	

Valid cases 148 Missing cases 0

Table 24

AGENCY

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Contract/Grant	CG	9	6.1	6.1	6.1
Chinle	CH	6	4.1	4.1	10.1
Eastern (Crown Point)	EN	51	34.5	34.5	44.6
Ft. Defiance	FD	51	34.5	34.5	79.1
Shiprock	SR	29	19.6	19.6	98.6
Western (Tuba City)	WN	2	1.4	1.4	100.0
Total		148	100.0	100.0	

Valid cases 148 Missing cases 0

Table 25

GRADE

Value Label	Value	Frequency	Percent	Valid Percent
	K	27	18.2	18.4
	1	24	16.2	16.3
	2	20	13.5	13.6
	3	21	14.2	14.3
	4	19	12.8	12.9
	5	14	9.5	9.5
	6	15	10.1	10.2
	7	3	2.0	2.0
	8	4	2.7	2.7
	0	1	.7	Missing
	Total	148	100.0	100.0

Valid cases 147 Missing cases 1

Table 26

MONTH

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
January	1	15	10.1	10.1	10.1
February	2	51	34.5	34.5	44.6
March	3	34	23.0	23.0	67.6
April	4	5	3.4	3.4	70.9
May	5	42	28.4	28.4	99.3
June	6	1	.7	.7	100.0
	Total	148	100.0	100.0	

Valid cases 148 Missing cases 0

Table 27

Q1: Teacher is giving students many opportunities to respond and/or volunter own reactions.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
POOR	1	1	.7	.7	.7
FAIR	2	3	2.0	2.1	2.8
GOOD	3	22	14.9	15.5	18.3
VERY GOOD	4	52	35.1	36.6	54.9
EXCELLENT	5	64	43.2	45.1	100.0
	0	6	4.1	Missing	
	Total	148	100.0	100.0	

Mean	4.232	Std dev	.839
Valid cases	142	Missing cases	6

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Table 29

Q3: Students participate in activities and/or take part in discussion.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
POOR	1	1	.7	.7	.7
FAIR	2	2	1.4	1.4	2.1
GOOD	3	29	19.6	20.6	22.7
VERY GOOD	4	49	33.1	34.8	57.4
EXCELLENT	5	60	40.5	42.6	100.0
	0	7	4.7	Missing	
	Total	148	100.0	100.0	

Mean	4.170	Std dev	.853
Valid cases	141	Missing cases	7

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Table 30

Q4: Teacher adapts the content and pace of lesson to the needs of students.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
POOR	1	1	.7	.7	.7
FAIR	2	2	1.4	1.4	2.1
GOOD	3	32	21.6	22.9	25.0
VERY GOOD	4	49	33.1	35.0	60.0
EXCELLENT	5	56	37.8	40.0	100.0
	0	8	5.4	Missing	
	Total	148	100.0	100.0	

Mean	4.121	Std dev	.861
Valid cases	140	Missing cases	8

Table 31

Q5: Teacher uses audio-visuals effectively.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
POOR	1	3	2.0	3.0	3.0
FAIR	2	2	1.4	2.0	5.0
GOOD	3	13	8.8	13.0	18.0
VERY GOOD	4	41	27.7	41.0	59.0
EXCELLENT	5	41	27.7	41.0	100.0
	0	48	32.4	Missing	
	Total	148	100.0	100.0	

Mean	4.150	Std dev	.936
Valid cases	100	Missing cases	48

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Table 32

Q6: Teacher is relaxed and seems comfortable teaching the lesson.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
POOR	1	2	1.4	1.4	1.4
FAIR	2	4	2.7	2.9	4.3
GOOD	3	23	15.5	16.5	20.9
VERY GOOD	4	36	24.3	25.9	46.8
EXCELLENT	5	74	50.0	53.2	100.0
	0	9	6.1	Missing	
	Total	148	100.0	100.0	

Mean	4.266	Std dev	.937
Valid cases	139	Missing cases	9

Note that of the six questions, this one has the highest valid percent Excellent ratings.

Table 33

QA1: Teacher carries out community/parent objectives by sending parent activity sheets home and having them returned.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Multliple Response	*	1	.7	.9	.9
NO	N	23	15.5	20.0	20.9
SOMETIMES	S	25	16.9	21.7	42.6
YES	Y	66	44.6	57.4	100.0
		33	22.3	Missing	
	Total	148	100.0	100.0	

Valid cases 115 Missing cases 33

Note the large number of missing cases. This is the first question on page 2 of the form. Many forms did not have this page, and instead had page 2 of the Curriculum Feedback Form attached.

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Table 34

QA2: Teacher carries out community/parent objectives by inviting parents to the classroom.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	N	23	15.5	20.4	20.4
SOMETIMES	S	16	10.8	14.2	34.5
YES	Y	74	50.0	65.5	100.0
		35	23.6	Missing	
	Total	148	100.0	100.0	

Valid cases 113 Missing cases 35

See note to Table 33

Table 35

QA3: Teacher carries out community/parent objectives by talking to parents about the program.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	N	20	13.5	18.2	18.2
SOMETIMES	S	17	11.5	15.5	33.6
YES	Y	73	49.3	66.4	100.0
		38	25.7	Missing	
	Total	148	100.0	100.0	

Valid cases 110 Missing cases 38

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Table 36

QB1: Teacher carries out counseling/support objectives by demonstrating willingness to always listen to students' problems and giving them guidance.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
SOMETIMES	S	9	6.1	7.3	7.3
YES	Y	115	77.7	92.7	100.0
		24	16.2	Missing	
	Total	148	100.0	100.0	

Valid cases 124 Missing cases 24

Table 37

QB2: Teacher carries out counseling/support objectives by recommending help for students and making referrals.

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
NO	N	3	2.0	2.5	2.5
SOMETIMES	S	12	8.1	10.0	12.5
YES	Y	105	70.9	87.5	100.0
		28	18.9	Missing	
	Total	148	100.0	100.0	

Valid cases 120 Missing cases 28

Student Perceptions Questionnaire (Tables 38 - 68)

A total of 1,793 students from 18 schools in four of the five Agencies of Navajo Nation filled out the student perception questionnaires. They ranged in age from 8 to 16 years, and were in grades 3 - 8. Their responses are summarized in the following tables.

Table 38

SCHOOL (entered from envelop containing each set of forms)

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
Canoncito	CANONCIT	126	7.0	7.0	7.0
Chichiltah	CHICHILT	73	4.1	4.1	11.1
Chinle	CHINLE	80	4.5	4.5	15.6
Cottonwood	COTTONWO	88	4.9	4.9	20.5
Crown Point	CP COMM.	161	9.0	9.0	29.4
Crystal	CRYSTAL	70	3.9	3.9	33.4
Dilcon	DILCON S	201	11.2	11.2	44.6
Greasewood	GREASEWO	157	8.8	8.8	53.3
Lake Valley	LAKE VAL	48	2.7	2.7	56.0
Navajo Mt.	NAVAJO M	87	4.9	4.9	60.8
Nazlini	NAZLINI	40	2.2	2.2	63.1
Pueblo Pintado	PUEBLO P	115	6.4	6.4	69.5
Red Lake	RED LAKE	50	2.8	2.8	72.3
Rocky Ridge	ROCKY RI	78	4.4	4.4	76.6
Seba Dalkai	SEBA DAL	85	4.7	4.7	81.4
Torreon	TORREON	144	8.0	8.0	89.4
Wingate	WINGATE	173	9.6	9.6	99.1
Winslow	WINSLOW	17	.9	.9	100.0
	Total	1793	100.0	100.0	

Valid cases 1793 Missing cases 0

Note that only 18 of the 35 participating schools chose to administer the Student Perceptions Questionnaire.

Table 39

AGENCY (Obtained from information on envelops)

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
CONTRACT/GRANT	CG	113	6.3	6.3	6.3
CHINLE	CH	208	11.6	11.6	17.9
EASTERN (CROWN POINT)	EN	727	40.5	40.5	58.4
FORT DEFIANCE	FD	530	29.6	29.6	88.0
WESTERN (TUBA CITY)	WN	215	12.0	12.0	100.0
	Total	1793	100.0	100.0	

Valid cases 1793 Missing cases 0

Note that no schools from Shiprock Agency used the Student Perceptions Questionnaire.

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Table 40

GRADE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	3	55	3.1	3.1	3.1
	4	382	21.3	21.4	24.4
	5	380	21.2	21.2	45.7
	6	379	21.1	21.2	66.9
	7	344	19.2	19.2	86.1
	8	249	13.9	13.9	100.0
	0	4	.2	Missing	
	Total	1793	100.0	100.0	

Valid cases 1789 Missing cases 4

Note that 55 third graders participated, even though these were not included in the original target population for evaluation (grades 4 - 8).

Table 41

AGE

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
	8	23	1.3	1.3	1.3
	9	179	10.0	10.0	11.3
	10	305	17.0	17.1	28.4
	11	330	18.4	18.5	46.9
	12	353	19.7	19.8	66.7
	13	316	17.6	17.7	84.5
	14	185	10.3	10.4	94.8
	15	79	4.4	4.4	99.3
	16	13	.7	.7	100.0
	0	10	.6	Missing	
	Total	1793	100.0	100.0	

Valid cases 1783 Missing cases 10

Some students (e.g., Pueblo Pintado #71-73) seemed to indicate incorrect ages; for these, the age field was left blank.

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Table 42

SEX

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
BOY	B	922	51.4	51.8	51.8
GIRL	G	858	47.9	48.2	100.0
		13	.7	Missing	
	Total	1793	100.0	100.0	

Valid cases 1780 Missing cases 13

Table 43

Q4 : Does anyone in your family use alcohol (beer, wine, or other alcoholic drinks)?

Value Label	Value	Frequency	Percent of Cases	Percent of Responses
No one	Y	795	44.5	37.9
Father	Y	347	19.4	16.5
Mother	Y	77	4.3	3.7
Brothers, Sisters or cousins	Y	301	16.9	14.3
Aunts, Uncles	Y	493	27.6	23.5
Grandparents	Y	86	4.8	4.1
Total Responses:		2099	117.6	100.

Responses per Case: 1.18

Valid cases 1,785 Missing cases 8

NOTE : Students could mark more than one response, and 314 did.

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Table 44

Q5 : Do your friends use alcohol (beer/wine/other alcoholic drinks)?

Value Label	Value	Frequency	Percent	Valid Percent
[More than one answer]	*	2	.1	.1
No	A	1134	63.2	63.5
less than 10/a few of them	B	508	28.3	28.4
more than 10/a lot of them	C	71	4.0	4.0
All of them	D	72	4.0	4.0
		6	.3	Missing
	Total	1793	100.0	100.0

Valid cases 1787 Missing cases 6

Table 45

Q6 : Do you use alcohol (beer, wine, or any other alcoholic drinks)?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No	N	1500	83.7	84.0	84.0
Yes	Y	286	16.0	16.0	100.0
		7	.4	Missing	
	Total	1793	100.0	100.0	

Valid cases 1786 Missing cases 7

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Table 46

Q7 : Who tells you NOT to use alcohol? (MULTIPLE RESPONSES ALLOWED)

Value Label	Value	Frequency	Percent of Cases	Percent of Responses
No one	Y	165	9.2	6.2
Friends	Y	242	13.5	9.1
Family members	Y	1254	70.2	47.3
Teachers, counselors	Y	488	27.3	18.4
Minister or priest	Y	96	5.4	3.6
Older people	Y	405	22.7	15.3
Total Responses:		2652	148.3	100.

Valid cases 1,787 Missing cases 6

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Table 10

Q8 : Do you believe using alcohol is bad?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No	N	265	14.8	15.0	15.0
Yes	Y	1503	83.8	85.0	100.0
		25	1.4	Missing	
	Total	1793	100.0	100.0	

Valid cases 1768 Missing cases 25

Table 47

Q9 : Does anyone in your family use tobacco? (MULTIPLE RESPONSES)

Value Label	Value	Frequency	Percent of Cases	Percent of Responses
No one	Y	482	46.3	37.6
Father	Y	138	13.3	10.8
Mother	Y	77	7.4	6.0
Myself,brothers,sisters, or cousins	Y	252	24.2	19.6
Aunts, uncles	Y	234	22.5	18.2
Grandparents	Y	100	9.6	7.8
Total Responses:		1283	123.4	100.0

Valid cases 1,040 Missing cases 753

NOTE: Students could mark more than one answer. Hundreds of forms (about 750) did not have this question.

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Table 48

Q10 : Who tells you NOT to use tobacco? (MULTIPLE RESPONSES)

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
No one	Y	162	11.0	15.6
Friends	Y	130	8.8	12.5
Family	Y	657	44.6	63.2
Teachers, counselors	Y	297	20.2	28.6
Minister or priest	Y	51	3.5	4.9
Older people	Y	176	11.9	16.9
Total responses:		1473	100.0	141.6

Valid cases 1,040 Missing cases 753

NOTE: Students could mark more than one answer. Many forms (about 750) did not have this question.

Table 49

Q11 : Does anyone in your family use marijuana (pot, grass, joint etc.)?

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
No one	Y	1361	74.5	76.5
Father	Y	41	2.2	2.3
Mother	Y	15	.8	.8
Brothers, sisters, or cousins	Y	276	15.1	15.5
Aunts, uncles	Y	118	6.5	6.6
Grandparents	Y	15	.8	.8
Total responses:		1826	100.0	102.6

Valid cases 1,779 Missing cases 14

NOTE: Students could choose more than one answer, but few did.

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Table 50

Q12: Do your friends use marijuana (pot, grass, joint etc)?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
More than one response	*	1	.1	.1	.1
No	A	1234	68.8	69.4	69.5
A few of them	B	428	23.9	24.1	93.5
A lot of them	C	69	3.8	3.9	97.4
All of them	D	46	2.6	2.6	100.0
		15	.8	Missing	
	Total	1793	100.0	100.0	

Valid cases 1778 Missing cases 15

Table 51

Q13: Do you use marijuana (pot, grass, joint etc.)?

Value Label	Value	Frequency	Percent	Valid Percent
No	N	1573	87.7	88.5
Yes	Y	204	11.4	11.5
		16	.9	Missing
	Total	1793	100.0	100.0

Valid cases 1777 Missing cases 16

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Table 52

Q14: Who tells you NOT to use marijuana? (Students could indicate more than one response)

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
No one	Y	194	7.2	10.9
Friends	Y	217	8.0	12.2
Family	Y	1307	48.3	73.6
Teachers, counselors	Y	502	18.6	28.2
Minister or priest	Y	105	3.9	5.9
Older people	Y	379	14.0	21.3
	Total	2704	100.0	152.2

Valid cases 1,777 Missing cases 16

Note the large number of multiple responses for this question.

Table 53

Q15: Do you believe using marijuana is bad?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
No	N	247	13.8	13.9	13.9
Yes	Y	1527	85.2	86.1	100.0
		19	1.1	Missing	
	Total	1793	100.0	100.0	

Valid cases 1774 Missing cases 19

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Table 54

Q16: Does anyone in your family use other drugs (inhalants, cocaine or crack, "uppers" or "downers", etc.)?

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
No one	Y	1620	90.2	91.0
Father	Y	23	1.3	1.3
Mother	Y	13	.7	.7
Brothers, sisters or cousins	Y	92	5.1	5.2
Aunts, uncles	Y	40	2.2	2.2
Grandparents	Y	9	.5	.5
	Total	1797	100.0	100.9

Valid cases 1,781 Missing cases 12

NOTE: Students could select more than one response, but few did.

Table 55

Q17: Do your friends use other drugs (inhalants, cocaine or crack, "uppers" or "downers", etc.)?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
More than one response	*	1	.1	.1	.1
No one	A	1467	81.8	82.5	82.6
A few of them	B	259	14.4	14.6	97.1
A lot of them	C	35	2.0	2.0	99.1
All of them	D	16	.9	.9	100.0
		15	.8	Missing	
	Total	1793	100.0	100.0	

Valid cases 1778 Missing cases 15

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Table 57

Q19: Who tells you NOT to use drugs? (Students could select more than one response)

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
No one	Y	142	5.3	8.4
Friends	Y	253	9.4	14.9
Family	Y	1298	48.5	76.6
Teachers, counselors	Y	496	18.5	29.3
Minister or priest	Y	116	4.3	6.8
Older people	Y	373	13.9	22.0
	Total	2678	100.0	158.0

Valid cases 1,695 Missing cases 98

Note the very large number of multiple responses.

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Table 58

Q20: Do you believe using drugs is bad?

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
More than one response	*	2	.1	.1	.1
No	N	189	10.5	11.2	11.3
Yes	Y	1499	83.6	88.7	100.0
		103	5.7	Missing	
	Total	1793	100.0	100.0	

Valid cases 1690 Missing cases 103

Table 59

Q21: In the LAST YEAR, have you heard talk about how to stop alcohol and drug use? If yes, where did you hear about it? (Students could select more than one response)

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
No	Y	179	6.7	10.6
home	Y	378	14.2	22.4
school	Y	799	30.1	47.4
church	Y	141	5.3	8.4
on TV	Y	754	28.4	44.7
Chapter House	Y	137	5.2	8.1
somewhere else	Y	267	10.1	15.8
	Total	2655	100.0	157.5

Valid cases 1,686 Missing cases 107

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Table 60

Q22: In the LAST MONTH, have you heard talk about how to stop alcohol and drug use? If yes, where did you hear about it? (Students could select more than one response)

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
No	Y	299	12.2	17.6
home	Y	309	12.6	18.2
school	Y	638	26.1	37.6
church	Y	118	4.8	7.0
on TV	Y	697	28.5	41.1
Chapter House	Y	117	4.8	6.9
somewhere else	Y	265	10.8	15.6
	Total	2443	100.0	144.0

Valid cases 1,696 Missing cases 97

Table 61

Q23: When I answered the questions about family & friends using alcohol...

Value Label	Value	Frequency	Percent	Valid Percent
More than one response	*	6	.3	.4
I was very honest	A	1389	77.5	82.7
I said they use it more than they really do	B	93	5.2	5.5
I said they use it less than they really do	C	191	10.7	11.4
		114	6.4	Missing
	Total	1793	100.0	100.0

Valid cases 1679 Missing cases 114

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Table 62

Q24: When I answered the questions about family & friends using marijuana and drugs...

Value Label	Value	Frequency	Percent	Valid Percent
More than one response	*	5	.3	.3
I was very honest	A	1352	75.4	82.1
I said they use it more than they really do	B	109	6.1	6.6
I said they use it less than they really do	C	180	10.0	10.9
		147	8.2	Missing
	Total	1793	100.0	100.0

Valid cases 1646 Missing cases 147

Table 63

Q25: How old were you when you first heard about alcohol?

Value Label	Value	Frequency	Percent	Valid Percent
More than one response	*	6	.3	.4
5 or younger	A	290	16.2	17.7
6 to 8	B	700	39.0	42.7
9 to 11	C	519	28.9	31.7
12 or older	D	123	6.9	7.5
		155	8.6	Missing
	Total	1793	100.0	100.0

Valid cases 1638 Missing cases 155

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Table 64

Q26: How old were you when you first heard about drugs?

Value Label	Value	Frequency	Percent	Valid Percent
More than one response	*	7	.4	.4
5 or younger	A	188	10.5	11.7
6 to 8	B	657	36.6	40.8
9 to 11	C	604	33.7	37.5
12 or older	D	156	8.7	9.7
		181	10.1	Missing
	Total	1793	100.0	100.0

Valid cases 1612 Missing cases 181

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Table 65

Q27: Do you believe alcohol and drugs are harmful?

Value Label	Value	Frequency	Percent	Valid Percent
More than one response	*	4	.2	.2
No	N	219	12.2	13.5
Yes	Y	1396	77.9	86.2
		174	9.7	Missing
	Total	1793	100.0	100.0

Valid cases 1619 Missing cases 174

Table 66

Q28: How are they harmful? (Students could select more than one response)

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
Not harmful	Y	133	4.0	8.2
They harm the body	Y	686	20.8	42.2
They harm the mind	Y	662	20.0	40.7
They mess up the family	Y	621	18.8	38.2
They mess up peoples' lives	Y	685	20.7	42.2
They get people in trouble at school or work	Y	516	15.6	31.8
	Total	3303	100.0	203.3

Valid cases 1,625 Missing cases 168

Note the large number of responses: on the average, each student marked two ways in which alcohol and drugs are harmful. This is the largest rate for multiple responses on all questions.

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Table 67

Q29: If you want to stop your friends from using and abusing drugs and alcohol what would be the best way?

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
There's no way to stop them	Y	247	10.8	15.2
Other children talk to them	Y	173	7.6	10.6
Adults talk to them	Y	643	28.1	39.6
Have talks at school or church about drugs	Y	363	15.9	22.3
Get help from a medicine man	Y	360	15.7	22.2
Have them receive treatment	Y	502	21.9	30.9
	Total	2288	100.0	140.8

Valid cases 1,625 Missing cases 168

Even though this question asks for only one ("the best") response, many students marked more than one answer. In anticipation of this possibility, their answers were all tabulated as if this were a normal multiple response question.

Table 68

Q30: If you were using or abusing alcohol and drugs, what would be the best way to stop?

Value Label	Value	Frequency	Pct of Responses	Pct of Cases
I probably wouldn't want to stop	Y	105	4.0	6.5
I would stop on my own	Y	474	18.1	29.2
I would ask my friends for help	Y	329	12.6	20.2
I would ask my family for help	Y	690	26.4	42.2
I would see a doctor for help	Y	330	12.6	20.3
I would ask a clergyman or medicine man for help	Y	256	9.8	15.7
I would ask my teacher or counselor for help	Y	428	16.4	26.3
	Total	2612	100.0	160.6

Valid cases 1,626 Missing cases 167

Even though this question asks for only one ("the best") response, many students marked more than one answer. In anticipation of this possibility, their answers were all tabulated as if this were a normal multiple response question.

DISCUSSION AND RECOMMENDATIONS

The evaluation instruments analyzed in this report should be judged on the large amount of information which they provide, not on the information which is not provided (i.e., is missing or incomplete for some reason). Any evaluation of this kind is bound to be incomplete. Furthermore, any such effort requires the cooperation of a large number of people in the school system, including teachers and staff, in addition to the people most intimately involved in the project. Many of these people are already loaded down with extra work, and might justifiably resent more "paperwork" to do. The success of the Beauty Way Curriculum owes much to the dedication and hard work of the participants, without whose tireless efforts it would be impossible to evaluate the project.

The Need. The results of the Student Perceptions Questionnaire show that

* 16% of the K - 8 students use alcohol (Table 45), 36.5% of them have friends who use alcohol (Table 44), and most of them (55.5%) have a family member who uses alcohol (Table 43).
* 11.5% of the students use marijuana (Table 51), and even more of them (13.9%) do not think that using marijuana is bad (Table 53). This may be because 23.5% of them come from families where marijuana is used (Table 49), and 30.5% of them have friends who use it (Table 50).

* 7% of the students use other drugs (Table 56), and even more of them (11.2%) do not think that using drugs is bad (Table 58). This may be because 17.4% of them have friends who use other drugs (Table 55).

These results show that even at this young age, alcohol and drug use is significant and could easily get worse.

The Beauty Way Curriculum: Part of the Answer? The Training Feedback Forms indicate that about two thirds of the teachers, counselors, and others who received training in the Beauty Way Curriculum agreed that it will provide powerful prevention skills needed to change the students' attitudes and behaviors related to alcohol and substance abuse (Table 13; Definitely, Yes: 29.4%; Mostly, Yes: 37.9%). In response to the question, "Does the learning concept and objectives promote prevention of alcohol and substance abuse?", most (59%) of those who responded agreed, and another 15% indicated qualified agreement (Table 22). In addition, about two thirds of the teachers who filled out curriculum evaluation forms thought that the reading levels and contents of the lesson plans were appropriate. Classroom observation forms indicate that implementation of the curriculum was very good to excellent most of the time (Tables 27 - 32). There was also a high level of achievement of community/parent objectives (Tables 33 - 35), and a very high level of achieving counseling/support objectives (Tables 36 - 37). These responses indicate a high level of support for the program and its concepts, and indicate that it is a worthwhile program which merits continuation.

However, making a detailed evaluation of the curriculum components is a more difficult matter. One teacher complained that a better Curriculum evaluation tool was needed, and that there was a need for a pre- and post-test. There were problems with accomplishing the planned mid- and end-of-term evaluation, partly due to delays in implementing the entire curriculum and supplying all needed materials, and partly due to resistance to doing more "paperwork." The Curriculum Feedback Form itself (Appendix C) needs to be improved, to more explicitly encourage the evaluation of each curriculum component. The form which was used asked for only overall evaluation of reading level and content, rather than asking for that information for each component. Page two of the form ("Questions" 3 and 4) invited evaluations and comments by lesson and activity number, but "activities" as distinct from "lessons" are not explained in the supporting literature available to this analyst, and the teachers often disregarded these distinctions anyway, making data entry and analysis of individual lessons and activities difficult if not impossible. The situation was made even more obscure in the case of teachers who teach more than one grade, but who only filled out one form.

A similar problem affects the Classroom Observation Form (Appendix D), which was designed for observation of one lesson and one activity only, even if a teacher teaches all lessons and activities for several grades. Here, at least, the form was designed better, as there is space for comment with each question, rather that lumping all comments together in one space. However,

the gain is of doubtful value in this case, because the teacher is probably not going to change his/her teaching style that much from one activity to another.

Recommendations

A comprehensive evaluation of the Beauty Way Curriculum will require a thorough examination of the results presented in this report by educational specialists. Nevertheless, some preliminary recommendations can be made at this time.

Continue to use the Beauty Way Curriculum, because it has the confidence of most teachers and counselors as an effective instrument of alcohol and substance abuse prevention. It should continue in use at least until the Kindergarten class of 1989/90 has finished the 8th grade in order for a complete evaluation of the Curriculum to be made.

Develop a long range evaluation plan in order to test the cumulative effect of the Curriculum on the students. Using the results in this report as a baseline, periodic administration of the Student Perceptions Questionnaire could be used to measure progress. It will be important in this regard to develop concrete goals and hypotheses which can be tested with this instrument. It may also be necessary to revise this instrument in order to provide a basis for testing other hypotheses. The plan should be implemented for long enough for one cohort of students to be exposed to the entire curriculum.

Revise and improve the evaluation instruments. Two kinds of

changes are recommended: (1) The set of evaluation instruments should be designed with enough identifying information on each form to enable the forms to be linked together in a coherent relational database. This could help identify curriculum components which are working best, and those which are not working well, by linking classroom observations with student perceptions. It could also help identify teachers who are using the curriculum most effectively, so that their methods of implementation can be incorporated into training sessions. Teachers who are having the most difficulty with this particular curriculum could also be identified for extra training or staff support, or given more resources. (2) Individual instruments need revisions. For example, the Student Perceptions Questionnaire might be revised to include questions on peyote use, and whether the student's family is involved in the Native American Church. In addition, this form does not distinguish between use and abuse. Generally, the questions assume that any use is "bad," which would lump the sacramental use of wine or peyote in religious ceremonies with abuse which functionally impairs the abuser on the job or at home. The Curriculum Feedback Form needs to be redesigned to facilitate the evaluation of each curriculum component by more clearly connecting together a teacher's comments about particular curriculum components (the present form seems to encourage lumping these observations together).

Extend the use of the Curriculum. At the time the evaluation instruments for this report were filled out, some grades at some schools were not participating at all, or were only partly

involved. More teachers need to receive training in the Curriculum, especially 7th and 8th grade teachers. More schools need to participate more fully in the evaluation process-- especially needed is the administration of the Student Perceptions Questionnaire in schools in Shiprock Agency.

Design the Curriculum to be taught in English as well as Navajo. Some teachers felt that they did not understand the Navajo language well enough to teach the curriculum; such comments were made by Navajo teachers as well as Anglos. In addition, some teachers observed that many of the children did not know the Navajo language as well as the curriculum seems to assume, and thought that it was old-fashioned or out of date or just didn't care. Teacher comments seem to indicate that the curriculum tends to assume that both teachers and students are fluent in Navajo, and can read it as well. In fact, both the student population and the teachers, teacher aides, and counselors are very heterogeneous groups which the Curriculum must recognize. As an alternative, some teachers suggested that the curriculum be taught by specialists.

Provide more training for those who need it. The most common need was for more training in Navajo language (vocabulary, speaking, and reading) and culture. A few expressed a need for more time. Perhaps, recognizing the diversity of the teachers and counselors, training should be designed with supplementary components for those who need it. Or additional inservice training sessions could be designed to meet this need.

More curriculum resources are needed. The most common requests

were for more individualized worksheets and workbooks and more filmstrips, videos or other graphics. Other requests included more reading materials, and hands-on activities.

Coordinate the use of this Curriculum with other curricula in use, such as "Here's Looking at You -- 2000", to avoid duplication of effort. This may be essentially an administrative task, since one teacher commented that the curriculum does have the flexibility to integrate other methods in related curricula.

Develop alliances with other community-based organizations. One teacher suggested that training should be provided on a monthly basis at the Chapter House for all adult members of the community. Other teachers remarked on the importance of getting the parents involved in the program, and this might be a way to do it. Also, results from the Student Perceptions Questionnaire show that ministers, priests, and churches have not been very frequent sources of supporting information about alcohol and substance abuse prevention (Tables 46, 48, 52, 57, 59, 60). This might be because (1) the children in the sample do not go to any church very often; (2) they go to a church, but do not receive instruction about alcohol and substance abuse prevention, or (3) they come from families associated with the Native American Church and are confused about different kinds of "drug" use. There are quite a number of churches and other religious organizations in the Navajo Nation, and if they received information about the Beauty Way Curriculum, many of them might want to use parts of it in their own education programs. Information about the Beauty Way Curriculum

should be sent to all churches in Navajo Nation, making available to them at cost resources developed for the Beauty Way Curriculum, and inviting them to attend scheduled training sessions in the use of the curriculum.

Clarify legal issues in training materials. One of the few seventh grade teachers who participated in the Curriculum Feedback complained, with regard to Lesson 7-1, that

> "This curriculum encourages the teaching of religion in our school, which is forbidden by Federal and State Law. This puts me in a position of breaking the law, if I were to teach the curriculum as presented in the Beauty Way."

Another teacher said that the lessons are done well, but the Blessing Way is "religious", and that the Bible should have equal time for Christian students, adding that maybe it should be taught as religious instruction on Tuesday afternoons after school. This issue may need to be more clearly addressed in training sessions. In light of the legal issues, the difference between promoting life-enhancing values and promoting a particular religion which happens to share those values must be clearly addressed in a way that satisfies any concerns teachers and counselors (and lawyers!) may have.

APPENDIX A

TEACHER TRAINING FEEDBACK

FORM A

ASAP/NDOE TEACHER TRAINING FEEDBACK

NAME _____ DATE _____

GRADE _____ SCHOOL _____ AGENCY _____

TRAINER(S) _____

_____

_____

_____

Please circle the number that best describes the success of each aspect of training:

1-Definitely, Yes 2-Mostly, Yes 3-Somewhat 4-Mostly, No 5-No, not at all

1.	Were the objectives of the training clear?	1	2	3	4	5
2.	Were the objectives of the curriculum well presented	1	2	3	4	5
3.	Do you feel confident in using the videos to facilitate The Beauty Way Curriculum?	1	2	3	4	5
4.	Did you receive enough training in the delivery of The Beauty Way Curriculum?	1	2	3	4	5
5.	Did you receive enough training in administering the Student Survey?	1	2	3	4	5
6.	Did you gain enough understanding about the cultural background and basis for the curriculum?	1	2	3	4	5
7.	Do you feel confident in being able to counsel students when needed?	1	2	3	4	5
8.	Did you receive enough information on community resources and support services for substance prevention/intervention:	1	2	3	4	5
9.	Based on what you have experienced in this training, do you feel The Beauty Way Curriculum will provide a powerful intervention which will help change attitudes and behaviors related to alcohol and substance abuse?	1	2	3	4	5
10.	Overall, do you feel comfortable with the program?	1	2	3	4	5
11.	Overall, the trainer(s) for this training					
	- is knowledgeable	1	2	3	4	5

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- encourages discussion	(1)	2	3	4	5
- presents concepts clearly	(1)	2	3	4	5
- is sensitive to the needs of the participants	(1)	2	3	4	5

12. For each item where you circled #3, #4, or #5, please indicate:

- How could the training be improved?
- How should additional training or support be provided?

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APPENDIX B

TEACHER TRAINING FEEDBACK

FORM B

Alcohol & Substance Abuse Prevention Curriculum

TEACHER TRAINING FEEDBACK

NAME _____ TITLE _____

GRADE _____ SCHOOL & AGENCY _____

TRAINER(S) -Teacher -Counselor -Administrator
-Home Specialist -Other _____

Please circle the number that best describes the success of each aspect of training:

5-Definitely, Yes 4-Mostly, Yes 3-Somewhat 2-Mostly, No 1-No, not at all

1. Were the goals/objectives of the training clear?	5	4	3	2	1
2. Were the goals/objectives of the curriculum well presented?	5	4	3	2	1
3. Are the concepts and skills presented in the videos clear?	5	4	3	2	1
4. Do you feel confident to implement the curriculum?	5	4	3	2	1
5. Do you feel confident to administer the student survey?	5	4	3	2	1
6. Did you gain enough understanding about the culture to implement the curriculum?	5	4	3	2	1
7. Do you understand the Four Directions philosophy as the basis for the curriculum?	5	4	3	2	1
8. Do you feel confident to give general assistance to students with alcohol/drug related problems?	5	4	3	2	1
9. Do you feel the curriculum will provide powerful prevention skills needed to change the students' attitudes and behaviors related to alcohol and substance abuse?	5	4	3	2	1
10. Overall, do you feel comfortable with the curriculum?	5	4	3	2	1
11. Overall, the trainer(s) for this training - is knowledgeable.	5	4	3	2	1
-encourages discussion	5	4	3	2	1
-presents concepts clearly	5	4	3	2	1
-is sensitive to the needs of the participants	5	4	3	2	1

12. For each item where you circled #3, #2, or #1, please indicate:

- How could the training be improved?
- How should additional training or support be provided?

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APPENDIX C

CURRICULUM FEEDBACK FORM

Alcohol & Substance Abuse Prevention Curriculum Project

CURRICULUM FEEDBACK FORM

Name: _____ Date: _____

School: _____ Grade/Lesson: _____

1. OVERALL:

Reading level ___ too easy _____ appropriate _____ too difficult
Content Appropriateness _____ appropriate _____ Not Appropriate

Explain concerns fully here, including changes you propose:

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. LEARNING CONCEPT AND OBJECTIVES:

Does the learning concept and objectives promote prevention of alcohol and substance abuse? _____

Comments: _____

_____

_____

_____

_____

_____

_____

3. **LESSON ACTIVITIES:** Please evaluate and comment by lesson and activity number. (Consider to the vocabulary, comprehension, content, skills, cultural appropriateness, reading materials, audio-visuals, etc.)

Lesson & Activity # — Comments

4-1 My Family, Classmates, Classes, Vocabulary content, skills, reading materials were very appropriate for the grade level.

4-2 - I Like Who I am - Appropriate for grade level

4-2 - lesson 3. I like who I am. The literature that goes with it is appropriate for the grade level.

4-3 - Lesson - Sharing family practices. Appropriate for the grade level in activity and lessons

4. **EVALUATION ACTIVITIES:** Please evaluate and comment (by lesson and activity number) if the activity gave you the needed information about your students' learning of the lesson objectives.

Lesson & Activity # — Comments

4-1 — 4-3 - Very appropriate for the grade level. Gave right amount of information on the students learning and lesson objectives:

Need little more literature on some of the lessons.

PLEASE ATTACH ADDITIONAL SHEETS, IF NEEDED

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APPENDIX D

CLASSROOM OBSERVATION FORM

RECEIVE
MAY 3 1990
BIA-OIEP
FORT DEFIANCE AGENCY

Alcohol & Substance Abuse Prevention Curriculum Project
CLASSROOM OBSERVATION FORM

School Wide Ruins School Teacher _____
Grade K Date 5/1/90 Lesson # K1 Activity # 2

Circle the number which best describes the teacher's behavior with respect to each item. If a particular item does not apply for the lesson, do not circle.

	Excellent	Very Good	Good	Fair	Poor
1. Teacher is giving students many opportunities to respond and/or volunteer own reactions.	5	4	(3)	2	1
Comment:					
2. Teacher is supportive of students' contributions (accepts, praises).	5	(4)	3	2	1
Comment:					
3. Students participate in activities and/or take part in discussion.	5	(4)	3	2	1
Comment:					
4. Teacher adapts the content and pace of lesson to the needs of students.	5	4	(3)	2	1
Comment:					
5. Teacher uses the audio-visuals effectively.	5	4	3	(2)	1
Comment: N/A					
6. Teacher is relaxed and seems comfortable teaching the lesson.	5	(4)	3	2	1
Comments:					

Answer the following from what you know and by asking the teacher.

A. Teacher carries out community/parent objectives by

1. Sending parent activity sheets home and having them returned. (Yes) No Sometimes

Comments: _____

2. Inviting parents to the classroom. Yes (No) Sometimes

Comments: _____

3. Talking to parents about the program. (Yes) No Sometimes

Comments: _____

B. Teacher carries out counseling/support objectives by

1. Demonstrating willingness to always listen to students' problems and giving them guidance. (Yes) No Sometimes

Comments: _____

2. Recommending help for students and making referrals (Yes) No Sometimes

Comments: _____

APPENDIX E

STUDENT PERCEPTIONS QUESTIONNAIRE

(Long Form)

PLEASE USE PENCIL

Alcohol & Substance Abuse Curriculum Prevention Project
STUDENT PERCEPTION QUESTIONNAIRE

1. What grade are you in?

o	o	o	o	o	o
3	4	5	6	7	8

2. How old are you?

o	o	o	o	o	o	o	o	o	o
7	8	9	10	11	12	13	14	15	16

3. Are you a .....

o	o
boy	girl

4. Does anyone in your family use alcohol (beer, wine, or other alcoholic drinks)?

o	o	o	o	o	o
no one	Father	Mother	Brothers, Sisters or cousins	Aunts, Uncles	Grandparents

5. Do your friends use alcohol (beer/wine/other alcoholic drinks)?

o	o	o	o
No	less than 10	more than 10	All of them

6. Do you use alcohol (beer, wine or any other alcoholic drinks)?

o	o
Yes	No

7. Who tells you NOT to use alcohol?

o	o	o	o	o	o
No one	Friends	Family members	Teachers, counselors	Minister or priest	Older people

8. Do you believe using alcohol is bad?

o	o
yes	no

9. Does anyone in your family use tobacco?

o No one	o Father	o Mother	o Myself, brothers sisters, or cousins	o Aunts, uncles	o Grandparents

10. Who tells you NOT to use tobacco?

o No one	o Friends	o Family	o Teachers, counselors	o Minister or priest	o Older people

11. Does anyone in your family use marijuana (pot, grass, joint etc.)?

o No one	o Father	o Mother	o Brothers, sisters, or cousins	o Aunts, uncles	o Grandparents

12. Do your friends use marijuana (pot, grass, joint etc.)?

o No	o A few of them	o A lot of them	o All of them

13. Do you use marijuana (pot, grass, joint etc.)?

o Yes	o No

14. Who tells you NOT to use marijuana?

o No one	o Friends	o Family	o Teachers, counselors	o Minister or priest	o Older people

15. Do you believe using marijuana is bad?

o yes	o no

16. Does anyone in your family use other drugs (inhalants, cocaine or crack, "uppers" or "downers", etc.)?

o No one	o Father	o Mother	o Brothers, sisters, or counsins	o Aunts, uncles	o Grandparents

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17. Do your friends use other drugs (inhalants, cocaine or crack, "uppers" or "downers", etc.)?

o	o	o	o
No one	A few of them	A lot of them	All of them

18. Do you use other drugs (inhalants, cocaine or crack, "uppers" or "downers", etc.)?

o	o
Yes	No

19. Who tells you NOT to use drugs?

o	o	o	o	o	o
No one	Friends	Family	Teachers, Counselors	Minister or Priest	Older people

20. Do you believe using drugs is bad?

o	o
yes	no

21. In the LAST YEAR, have you heard talk about how to stop alcohol and drug use? If yes, where did you hear about it?

o	o	o	o	o	o	o
No	home	school	church	on TV	Chapter House	somewhere else

22. In the LAST MONTH, have you heard talk about how to stop alcohol and drug use? If yes, where did you hear about it?

o	o	o	o	o	o	o
No	home	school	church	on TV	Chapter House	somewhere else

23. When I answered the questions about family & friends using alcohol...

o I was very honest
o I said they use it more than they really do
o I said they use it less than they really do

24. When I answered the questions about family & friends using marijuana and drugs...

o I was very honest
o I said they use it more than they really do
o I said they use it less than they really do

25. How old were you when you first heard about alcohol?

o	o	o	o
5 or younger	6 to 8	9 to 11	12 or older

26. How old were you when you first heard about drugs?

o	o	o	o
5 or younger	6 to 8	9 to 11	12 or older

27. Do you believe alcohol and drugs are harmful?

o	o
yes	no

28. How are they harmful?

o	o	o	o	o	o
Not harmful	They harm the body	They harm the mind	They mess up the family	They mess up peoples' lives	They get people in trouble at school or work

29. If you want to stop your friends from using and abusing drugs and alcohol what would be the best way?

o	o	o	o	o	o
There's no way to stop them	Other children talk to them	Adults talk to them	Have talks at school or church about drugs	Get help from a medicine-man	Have them receive treatment

30. If you were using or abusing alcohol and drugs, what would be the best way to stop?

o	o	o	o	o	o	o
I probably wouldn't want to stop	I would stop on my own	I would ask my friends for help	I would ask my family for help	I would see a doctor for help	I would ask a clergyman or medicine-man for help	I would ask my teacher or counselor for help